

Understanding TCAP Achievement Test Results

2003–2004



Tennessee Department of Education
Evaluation and Assessment Division

If, after reading this guide you have further questions about TCAP Achievement test results, please contact:

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UNDERSTANDING TCAP ACHIEVEMENT TEST RESULTS

This guide has been prepared to help you understand the TCAP Achievement Test results and assist you in applying these results to improve educational opportunities for your students. These reports are a main source of test information and are helpful in making important decisions regarding instructional needs for classes and individual students.

Before talking with parents/guardians, become thoroughly familiar with the student's test performance. Discussion can often begin by showing the student's actual test reports (Home Report and Individual Profile Report).

Emphasize to parents/guardians that test scores represent achievement in particular areas at only one particular time and must be reviewed together with the student's actual classroom work and other factors. As you review test results with parents/guardians, explain how the results will be used. Emphasize the positive function of test results in helping students learn.

For more information about the TCAP Achievement Test Program, please visit <http://www.state.tn.us/education/mtest.htm> on the Internet.

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INTRODUCTION

Each spring, Tennessee students in Grades 3–8 take an Achievement Test as part of the Tennessee Comprehensive Assessment Program (TCAP). The Achievement Test has fresh, non-redundant test items and is customized yearly to measure the academic basic skills in reading, language arts, mathematics, science, and social studies. Content knowledge, as well as the application of that knowledge in these subject areas, is assessed. The TCAP Achievement Test uses multiple choice questions and has set time limits. There is no passing or failing grade on the test.

The TCAP Achievement Test provides both norm-referenced and criterion-referenced performance information.

NORM-REFERENCED SCORE INTERPRETATIONS

Norm-referenced information permits the achievement of students to be compared with the performance of a national sample of students. Data is first collected from a sample group, called a norm group. Norm-referenced information is obtained by relating the test performance of an individual or a group to derived scores based on both the normative sample and the scoring method used.

CRITERION-REFERENCED SCORE INTERPRETATIONS

In addition to the norm-referenced test, Tennessee students are also assessed with a criterion-referenced component on the Achievement Test. This new component was implemented in order to comply with federal mandates of “No Child Left Behind.”

To interpret criterion-referenced reports, a student’s performance is measured according to specific standards or criteria, rather than to the performance of other test takers.

These curriculum standards, as defined by the State of Tennessee, provide objectives for student accomplishment. From these objectives, Performance Indicators were written to describe how the objectives would be measured. On the TCAP Achievement Test, each test item is directly linked to a Performance Indicator. Performance Indicators are clustered into Reporting Categories for the reports described in this document.

FEATURES INCLUDED ON ALL REPORTS

- A** Name of report appears in this area.
- B** This area of the report is reserved for the name of the individual, teacher, school, or system to which the report applies. The content area covered is also indicated.
- C** Every report contains a purpose statement. The reader is introduced to the reason for the report and how the information may be used.
- D** The lower part of the left panel gives overall testing information that may be useful for school records. Depending on the report, this information can include the number of students taking the assessment, form identification, special codes, test date, or class, school, and/or system.

TCAP

Board Report Part I


School: BLUEGRASS MS

Grade: 7

Simulated Data

A

Purpose
 This report presents information about this group's performance on the Achievement Test Assessment. It describes achievement in terms of National Percentiles, which compare this group with other students at the same grade nationally. The report may be used to determine areas of strength and need.




No. of Students: 59

Form/Level:
 Test Date: 03/22/04 Scoring: PATTERN (IRT)
 QM: 31 Norms Date: 1998

SYSTEM: CLEAR LAKE
 State: TENNESSEE

City/State: CLEAR LAKE, TN

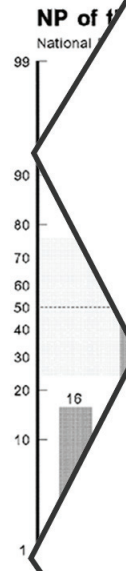


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Page 1

NP of 100

National Percentiles



MDNP
 No. of Students: 38
 ** Total score
 MDNP: Median

Observation

The height Percentile is shown achievement mean Results

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NORM-REFERENCED REPORTS—PHASE I

Home Report

TCAP


Home Report

COREY A JONES

Grade: 5

Simulated Data

Purpose
The Home Report presents information about your child's performance on the Achievement Test Assessment. It describes achievement in terms of National Percentiles, which compare your child with other students of the same grade nationally. The report may be used to determine areas of strength and need.



Birthdate: 02/05/98

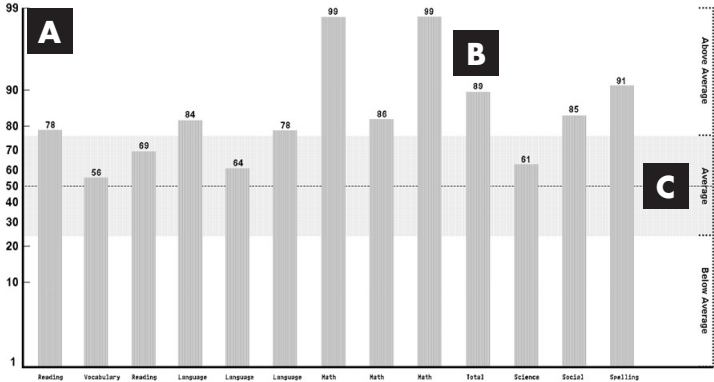
Form/Level:
Test Date: 03/22/04 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 1996

TEACHER: REDWING
School: ABC ELEM
SYSTEM: ABC CITY
State: TENNESSEE

City/State: ANYCITY, TN

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National Percentiles



Subject	National Percentile
Reading	78
Vocabulary	56
Reading Composite	69
Language	84
Language Mechanics	64
Language Composite	78
Math	99
Math Comp.	86
Math Composite	99
Total Score**	89
Science	61
Social Studies	85
Spelling	91

**Total Score consists of Reading Composite (Cmpet), Language Composite, and Math Composite.

Observations

The height of each bar shows your student's National Percentile score on each test. The percentile scale is shown on the left. The graph shows that your child achieved a National Percentile of 78 in Reading. This means your child scored higher than approximately 78 percent of the students in the nation.

The scale on the right side of the graph shows score ranges that represent average, above average, and below average in terms of National Percentiles. Average is defined as the middle 50 percent of students nationally. Your child has four out of thirteen National Percentile scores in the average range. Nine scores are above the average range and no scores are below the average range.

See the reverse side for more detailed information about your child's strengths and needs.

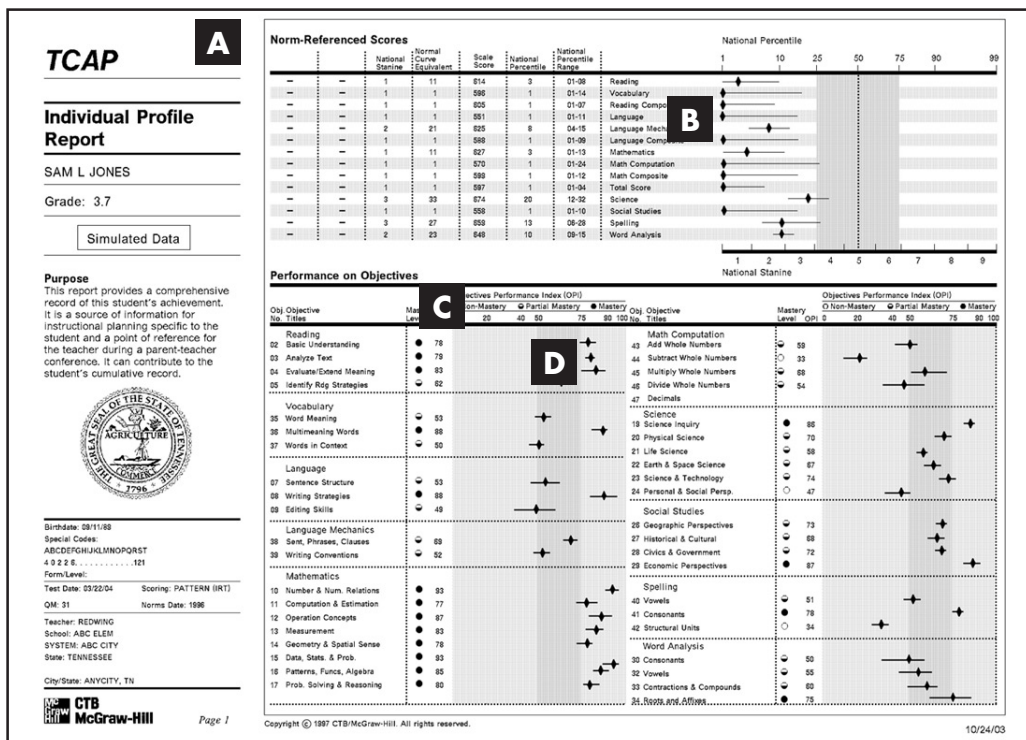
10/24/03

The Home Report is an individual score report that presents test information in a meaningful, easy-to-understand way intended primarily for parents/guardians to help them become more involved in their child's learning.

- A** The scale on the left side of the graph displays the range of national percentile scores (1 to 99) which are the basis of this report. The student's achievement is compared with that of the national sample of students, upon which the test was standardized. Average is defined as the middle 50 percent of students nationally.
- B** A shaded bar displays the student's score for each content area tested. The height of each bar is determined by the student's national percentile score for that content area. The actual score is also printed at the top of the bar.
- C** The gray shaded area, Percentiles 25 to 75, indicates the average range.

The second page of the Home Report (printed on the back of the report) contains additional information about the student's achievement. First is a list of the objectives that the student has mastered satisfactorily. A unique score developed by CTB called the Objectives Performance Index (OPI) determines the level of mastery of each objective. Second is a list of the objectives the student has not mastered, and on which he or she could be given additional instruction. This information can help parents/guardians develop strategies to help improve their child's learning and can help them interact with teachers at parent-teacher conferences.

Individual Profile Report



The Individual Profile Report (IPR) shows norm-referenced scores, which compare the student's achievement with the norm group in each content area tested. The IPR identifies an individual student's strengths and needs.

A This section of the report displays the student's norm-referenced scores. The National Percentile (NP) and NP range are always reported. The user may select from scale scores, normal curve equivalents, national stanines and number correct scores.

B The national percentile (NP) and the NP range are shown in the graph in the upper-right. The diamond represents the student's national percentile. The bands to the left and right of the diamond (Confidence Band) represents the range where the student would most likely score in a similar test experience. (The narrower the band, the more confidence one can have in the accuracy of the NP range.) The shaded area represents the range of average scores.

C The Performance on Objectives section shows the student's level of mastery of each objective measured by the test using the Objectives Performance Index (OPI). The OPI is an estimate of the number of test items a student could be expected to answer correctly had 100 similar items been taken. The Mastery Level column shows the student's mastery on each objective: a completely filled circle represents mastery, a half-filled circle represents partial mastery, and an open circle represents non-mastery.

Individual Profile Report, cont'd.

- D** The OPI graph shows the student's OPI for each objective, represented by a diamond, and the associated confidence band, represented by a line extending to either side of the diamond. (The confidence band represents the range where the student would most likely score in a similar test experience. The narrower the band, the more confidence one can have in the accuracy of the OPI.)

Class Record Sheet

TCAP


Class Record Sheet

Teacher: REDWING

Grade: 5.7

Simulated Data

Purpose
This report provides a permanent record of test results for students in a class, or some other specified group, and summary data. The results may be used to evaluate individual and group achievement compared to the nation, determine overall performance, and identify areas of strength and need.




Test Date: 03/22/04 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 1996

School: ABC ELEM
SYSTEM: ABC CITY
State: TENNESSEE

D

City/State: ANYCITY, TN



Students	A	B	C	Scores	Read	Vocab	Read Cmpst	Lang	Lang Mech	Lang Cmpst	Math	Math Compu	Math Cmpst	Totl** Score	Sci	Social Study	Spell
Bell, Paul Birthdate: 2/26/89 Special Codes: Student ID 0123456789 Other (K-T) 12..... Form: N Level: 15	NP NS NCE SS	51 5 51 664	89 7 76 706	75 6 64 685	76 6 65 680	77 6 65 685	78 7 66 683	86 7 72 703	90 8 78 702	90 8 76 703	73 6 63 682	86 7 73 705	72 6 62 681	97 9 88 724	-	-	-
Compton, Karen D. Birthdate: 6/21/89 Special Codes: Student ID 9876543210 Other (K-T) 22..... Form: N Level: 15	NP NS NCE SS	75 6 64 687	91 8 78 711	87 7 74 699	76 6 65 680	80 7 68 690	79 7 67 685	90 8 77 710	93 8 80 708	92 8 80 709	82 7 70 692	92 8 80 717	84 7 71 695	98 9 92 731	-	-	-
Garcia, Jose Birthdate: 8/22/89 Special Codes: Student ID 0011223344 Other (K-T) 12..... Form: N Level: 15	NP NS NCE SS	67 6 59 679	93 8 82 717	86 7 73 698	91 8 78 702	89 7 76 708	91 8 79 705	97 9 89 731	97 9 90 724	98 9 92 728	91 8 78 704	95 8 86 726	80 7 68 690	*99 9 96 740	-	-	-
Zirkle, David J. Birthdate: 8/07/89 Special Codes: Student ID 9988776655 Other (K-T) 11..... Form: N Level: 15	NP NS NCE SS	78 7 66 691	96 9 87 726	92 8 80 709	95 8 84 713	90 8 77 712	94 8 83 713	98 9 94 740	*99 9 97 739	*99 9 98 740	96 9 86 715	97 9 90 735	90 8 77 705	*99 9 99 754	-	-	-
<div style="display: flex; justify-content: space-between;"> <div> <p>Individual Scores</p> <p>NP: National Percentile</p> <p>NS: National Stanline</p> <p>NCE: Normal Curve Equivalent</p> <p>SS: Scale Score</p> </div> <div> <p>**Total Score consists of Reading, Language, Mathematics Composite</p> <p>* Maximum or Minimum</p> <p>- Not Applicable</p> </div> </div>																	

Page 1
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The Class Record Sheet provides a permanent record of test results for students in a class or specified group.

- A** Students are listed alphabetically to make their names easy to locate.
- B** As many as six scores may be reported for each student.
- C** Scores are provided for each section of the test completed.
- D** Each score abbreviation used in the report is spelled out in this section.

NORM-REFERENCED REPORTS—Phase II

Evaluation Summary Report

TCAP


Evaluation Summary Report

System: MEMPHIS CITY

Grade: 8

Simulated Data


Purpose
This page gives administrators graphical information to evaluate the overall effectiveness of the educational program. This report serves a dual purpose: 1) comparison to the national norm group, 2) comparison within the local program.



No. of students: 83

Form/Level:
Test Date: 03/22/04 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 1996
State: TENNESSEE

City/State: MEMPHIS, TN



Page 1

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Your Lowest Achieving Students
6 Students

Normal Curve Equivalent

1	25	50	64	77	89
National Comparison					
Reading					
Vocabulary					
Reading Composite					
Language					
Language Mechanics					
Language Composite					
Mathematics					
Math Computation					
Math Composite					
Total Score**					
Science					
Social Studies					
Spelling					
Word Analysis					

National Percentile

The shaded area represents the range of scores of your students with Local Percentiles 1-10.

Your Lower Achieving Students
9 Students

Normal Curve Equivalent

1	25	50	64	77	89
National Comparison					
Reading					
Vocabulary					
Reading Composite					
Language					
Language Mechanics					
Language Composite					
Mathematics					
Math Computation					
Math Composite					
Total Score**					
Science					
Social Studies					
Spelling					
Word Analysis					

National Percentile

The shaded area represents the range of scores of your students with Local Percentiles 11-25.

Your Middle Achieving Students
30 Students

Normal Curve Equivalent

1	25	50	64	77	89
National Comparison					
Reading					
Vocabulary					
Reading Composite					
Language					
Language Mechanics					
Language Composite					
Mathematics					
Math Computation					
Math Composite					
Total Score**					
Science					
Social Studies					
Spelling					
Word Analysis					

National Percentile

The shaded area represents the range of scores of your students with Local Percentiles 26-74.

Your Higher Achieving Students
9 Students

Normal Curve Equivalent

1	25	50	64	77	89
National Comparison					
Reading					
Vocabulary					
Reading Composite					
Language					
Language Mechanics					
Language Composite					
Mathematics					
Math Computation					
Math Composite					
Total Score**					
Science					
Social Studies					
Spelling					
Word Analysis					

National Percentile

The shaded area represents the range of scores of your students with Local Percentiles 75-89.

Your Highest Achieving Students
6 Students

Normal Curve Equivalent

1	25	50	64	77	89
National Comparison					
Reading					
Vocabulary					
Reading Composite					
Language					
Language Mechanics					
Language Composite					
Mathematics					
Math Computation					
Math Composite					
Total Score**					
Science					
Social Studies					
Spelling					
Word Analysis					

National Percentile

The shaded area represents the range of scores of your students with Local Percentiles 80-89.

Summary

Normal Curve Equivalent

1	25	50	64	77	89
National Comparison					
Reading					
Vocabulary					
Reading Composite					
Language					
Language Mechanics					
Language Composite					
Mathematics					
Math Computation					
Math Composite					
Total Score**					
Science					
Social Studies					
Spelling					
Word Analysis					

National Percentile

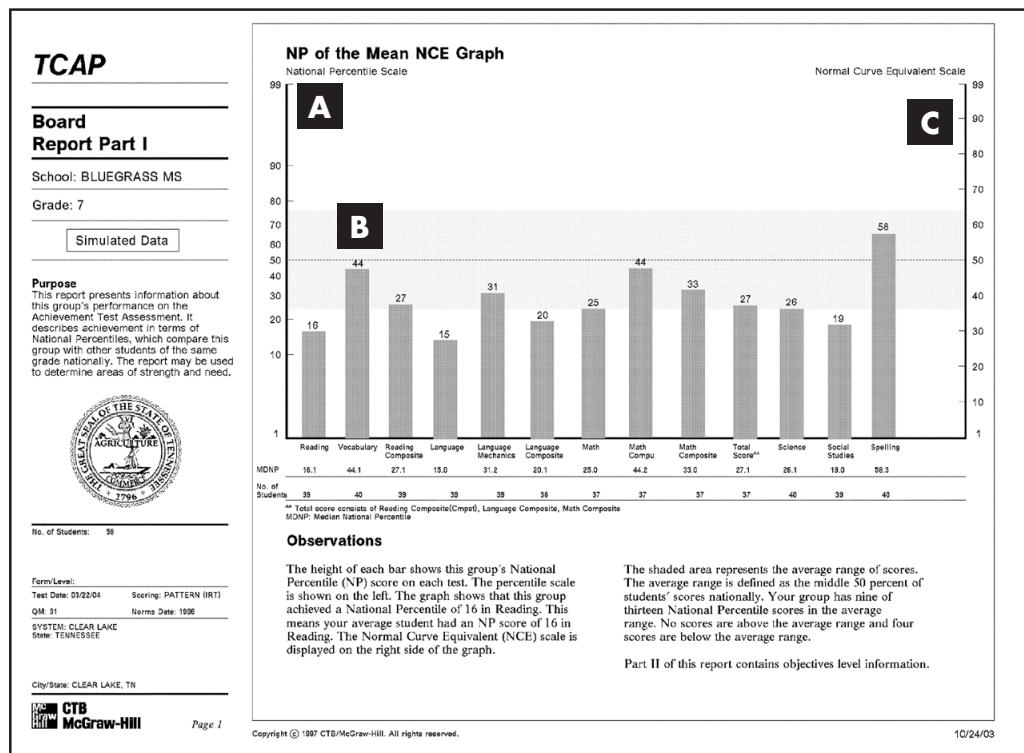
A summary of all 5 groups.

**Total score consists of Reading Composite(CompR), Language Composite, Math Composite

Page 1 of the report gives a graphical representation of the overall effectiveness of the educational program and serves a dual purpose: (1) comparison to the national norm group, and (2) comparison within the local program.

Pages 2 and 3 give administrators general information needed to interpret this report. Page 5 provides the numeric data used to create the graphs on page 1 of the report.

Board Report (Part 1)



Board Report Parts I & II

The Board Report provides School Board members and senior administrators with easily understandable group information about student performance in the content areas assessed (Part I) and on instructional objectives (Part II). The Board Report provides useful information for developing educational priorities and making policy decisions.

Board Report (Part I)

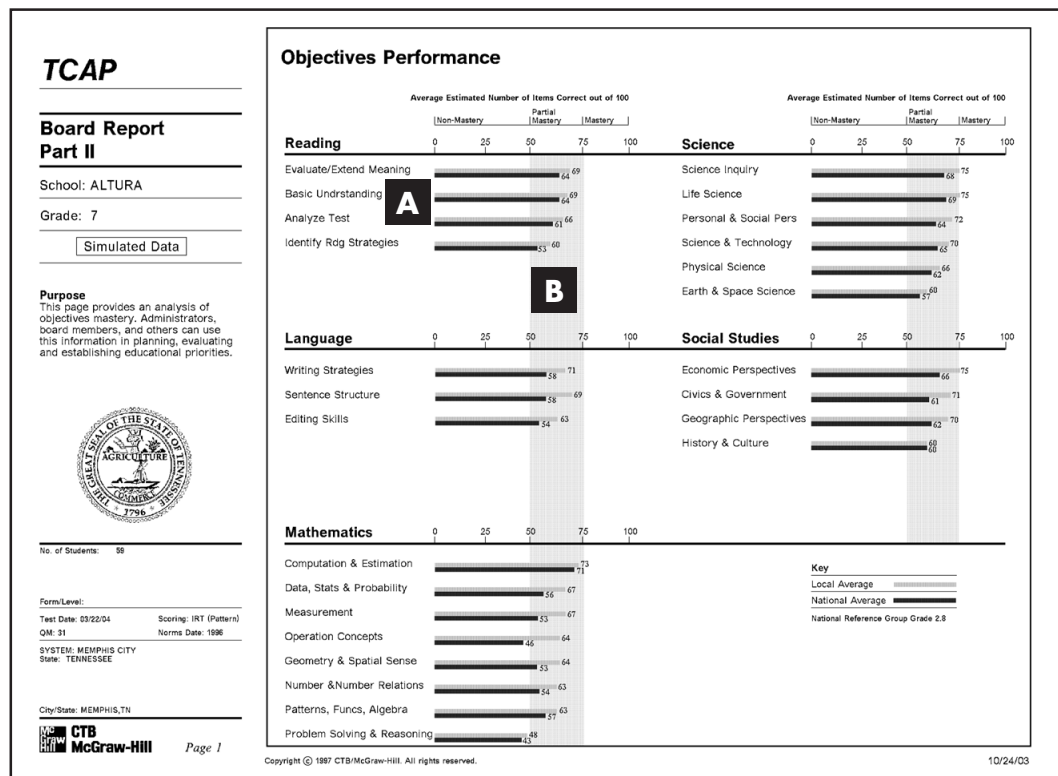
- A

The range of Median National Percentiles is shown on the left side of the graph. The height of each bar on the graph reflects the group's Median National Percentile (MDNP). The number designation is also shown at the top of each bar. This is the score above and below which half of the local student scores fall.
- B

For example, the group of students shown on this report had an MDNP in Vocabulary of 44. The MDNP of the norm group was, by definition, 50.
- C

The scale on the right side of the graph shows score ranges that represent above average, average, and below average performance in terms of Normal Curve Equivalents. Average is defined as the middle 50% of students nationally.

Board Report (Part II)



Part II of the Board Report describes achievement of the group in terms of mastery of the objectives measured by the content area tests. This information adds to the value of the test in analyzing the curricular and instructional strengths and needs of the district.

A The Average Estimated Number of Items Correct out of 100 (Objective Performance Index) is shown for each objective within content areas for the local group as well as for the national norm group. This group of students could be expected to respond correctly to 69 of 100 items measuring the Basic Understanding objective in the Reading content area. The national norm group could be expected to respond correctly to 64 out of 100 items. Both of these are in the Partial Mastery range.

B The scale for Objectives Mastery is divided into three segments as follows:

- 0 to 49 of 100 correct equals Non-Mastery
- 50 to 74 of 100 correct equals Partial Mastery
- 75 to 100 of 100 correct equals Mastery

Group Performance Level Report

TCAP


Group Performance Level Report

System: MEMPHIS CITY

Grade: 5

Simulated Data


Purpose
This page summarizes the data by performance level and content area. Teachers and program administrators may compare all content areas for one level or all levels within one content area.



No. of students: 63

Form/Level:
Test Date: 03/22/04 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 1996
State: TENNESSEE

City/State: ANYCITY, TN



Performance Levels (Grades 3, 4, 5)	Reading	Language	Mathematics	Science	Social Studies
5 Advanced	No. of Students: 4 % Locally: 7 % Nationally*: 3	No. of Students: 2 % Locally: 4 % Nationally*: 3	No. of Students: 4 % Locally: 7 % Nationally*: 1	No. of Students: 2 % Locally: 3 % Nationally*: 2	No. of Students: 1 % Locally: 2 % Nationally*: 2
4 Proficient	No. of Students: 1 % Locally: 2 % Nationally*: 11	No. of Students: 0 % Locally: 0 % Nationally*: 10	No. of Students: 0 % Locally: 0 % Nationally*: 4	No. of Students: 1 % Locally: 2 % Nationally*: 10	No. of Students: 1 % Locally: 2 % Nationally*: 10
3 Nearing Proficiency	No. of Students: 1 % Locally: 2 % Nationally*: 28	No. of Students: 1 % Locally: 2 % Nationally*: 22	No. of Students: 2 % Locally: 3 % Nationally*: 20	No. of Students: 3 % Locally: 5 % Nationally*: 26	No. of Students: 3 % Locally: 5 % Nationally*: 32
2 Progressing	No. of Students: 3 % Locally: 5 % Nationally*: 32	No. of Students: 0 % Locally: 0 % Nationally*: 32	No. of Students: 1 % Locally: 2 % Nationally*: 34	No. of Students: 8 % Locally: 13 % Nationally*: 33	No. of Students: 34 % Locally: 58 % Nationally*: 31
1 Step 1	No. of Students: 51 % Locally: 85 % Nationally*: 26	No. of Students: 53 % Locally: 95 % Nationally*: 33	No. of Students: 52 % Locally: 88 % Nationally*: 41	No. of Students: 46 % Locally: 77 % Nationally*: 29	No. of Students: 20 % Locally: 34 % Nationally*: 25

Page 1

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10/24/03

This report gives the number and percentage of students in the local group who fall into each of the five performance levels within each content area. It also shows the percentage of students in the norm group who fall into each of the five performance levels within each content area. These groupings give the teacher or administrator a basis to compare the performance levels of their students with a national distribution, and help to identify areas of strength and need.

Performance Level Summary Report

TCAP


Performance Level Summary Report

School: BLUE LAKE

Grade: 8

Simulated Data

Purpose
This report compares the percent of students locally with the national sample in each of the five performance levels. Instructional priorities can be established using this information along with other sources. This report can be used for partial fulfillment of Title I reporting.



No. of students: 133

Form/Level:
Test Date: 03/22/04 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 1996

SYSTEM: CTB
State: TENNESSEE

City/State: WINFIELD, TN

CTB McGraw-Hill

Mathematics: steps along the path toward 8th-grade proficiency

Performance Levels	Local %	National %*	Descriptions
5 Advanced 8 Students	6%	10%	Students locate decimals on a number line; compute with decimals and fractions; read scale drawings; find areas; identify geometric transformations; construct and label bar graphs; find simple probabilities; find averages; use patterns in data to solve problems; use multiple strategies and concepts to solve unfamiliar problems; express mathematical ideas and the problem-solving process.
4 Proficient 27 Students	20%	20%	Students compare, order, and round whole numbers; know place value to thousands; identify fractions; use computation and estimation strategies; relate multiplication to addition; measure to nearest half-inch and centimeter; measure and find perimeters; estimate measures; find elapsed times; combine and subdivide shapes; identify parallel lines; interpret tables and graphs; solve two-step problems.
3 Nearing Proficiency 60 Students	45%	33%	Students identify even and odd numbers; subtract whole numbers with regrouping; multiply and divide by one-digit numbers; identify simple fractions; measure with ruler to nearest inch; tell time to nearest fifteen minutes; recognize and classify common shapes; recognize symmetry; subdivide shapes; complete bar graphs; extend numerical and geometric patterns; apply simple logical reasoning.
2 Progressing 25 Students	19%	23%	Students know ordinal numbers; solve coin combination problems; count by tens; add whole numbers with regrouping; have basic estimation skills; understand addition property of zero; write and identify number sentences describing simple situations; read calendars; identify appropriate measurement tools; recognize congruent figures; use simple coordinate grids; read common tables and graphs.
1 Step 1 13 Students	10%	14%	Students read and recognize numbers to 1000; identify real-world use of numbers; add and subtract two-digit numbers without regrouping; identify addition situations; recognize and complete simple geometric and numerical patterns.

Observations
Performance level scores provide a description of what students can do in terms of the content skills assessed by TerraNova, which are typically found in curricula spanning Grades 6, 7, and 8. It is desirable to work towards achieving a Level 4 (Proficient) or Level 5 (Advanced) by the end of Grade 8. Nationally, in Mathematics, most students are in Levels 3 and 4 in the spring of Grade 8, with a small percentage in Level 5.

Students in a given performance level can perform the majority of what is described for that level and even more of what is described for the levels below. Students in Level 1 can perform the majority of what is described for that level.

Students may also be capable of performing some of the things described in the next higher level, but not enough to have reached that level.

The graph above shows the number and percentage of students in BLUE LAKE School Grade 8 compared to the percentage of students in the national norm group for Grade 8.

For each content area, look at the skills and knowledge described in the next higher level. These are the competencies students must demonstrate to show academic growth.

See the reverse side for a general interpretation of CTB's performance levels.

The Performance Level Summary Report (PLSR) gives educators standards-based summary information about academic achievement. This report is useful for instructional planning, program evaluation, and Title I reporting.

- A** The PLSR categorizes achievement within five performance levels, which were determined by panels of experts in a standard-setting study.
- B** The percentage of students in the local group found in each of the five categories is shown, as is the percentage for the norm group.
- C** Performance levels range from 5 (Advanced) to 1 (Step 1) and facilitate documentation of performance over a span of grades (e.g., Grades 3–5) rather than a single grade. This enables school personnel to track student academic progress over time.
- D** Descriptions of the performance levels help administrators and teachers understand what skills and abilities students have attained and what areas students should work on to progress to higher performance levels.
- E** The Observations section helps teachers and administrators interpret the test results.

Class Summary Report

TCAP


Class Summary Report

Teacher: JONES

Grade: 3

Simulated Data

Purpose
This report provides information about group performance in norm-referenced terms. This information may be used for instructional planning.




No. of Students: 71

Form/Level:
Test Date: 03/22/04 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 1996

School: ABC ELEM
SYSTEM: ABC CITY
State: TENNESSEE

City/State: ABC, TN


Page 1

Norm-Referenced Scores **A**

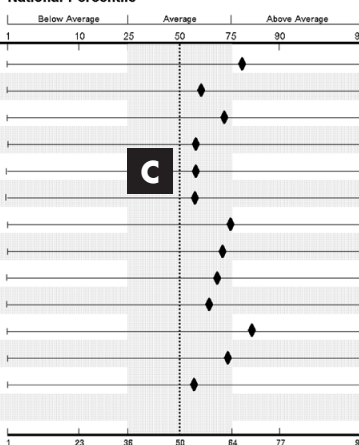
No. of Students	MNS	MNCE	NCENP	MSS	MDNP	Low/ High NP	
71	6.4	65.8	16	772.7	78.0	54-90	Reading
71	5.5	56.0	17	749.4	65.0	30-87	Vocabulary
71	6.1	62.7	16	761.2	72.3	41-88	Reading Composite
70	5.7	57.1	7	750.1	61.8	28-81	Language
71	5.5	53.7	33	734.3	60.3	34-78	Language Mechanics
70	5.5	56.0	16	742.3	61.7	30-80	Language Composite
70	6.3	63.9	16	769.8	74.0	52-93	Mathematics
70	6.1	61.6	29	757.3	68.8	47-84	Math Computation
70	6.4	63.8	21	763.8	74.0	50-87	Math Composite
70	6.2	61.4	19	755	67.3	40-83	Total Score**
71	6.4	65.1	25	771.4	80.0	46-93	Science
71	6.0	60.7	25	760.5	72.0	33-90	Social Studies
71	5.5	55.2	40	755.5	58.0	21-73	Spelling

**Total Score Consists of Reading Composite(Cmpst), Language Composite, and Math Composite

MNS - Mean National Stanine
MNCE - Mean Normal Curve Equivalent
NCENP - Mean NCE to NP

MSS - Mean Scale Score
MDNP - Median National Percentile

National Percentile



Normal Curve Equivalent

Key: Low Median High

Observations

On the left are the norm-referenced scores requested. The Median National Percentile (MDNP) score, and the lowest and highest individual National Percentile scores, are shown in the last two columns. Displayed on the right is a graph of the National Percentile scores. The Median NP is indicated by the diamond (♦). The width of the band represents the range (low to high) of your students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Scores in the area to the right of the shading are above the average range. Scores in the area to the left of the shading are below the average range.

Information about the interpretation of other scores may be found in the Teacher's Guide to *Terra Nova*, the Test Coordinator's Handbook, and the norms book.
In Reading, for example, the Median National Percentile score is 11, which is below the average range. The lowest Reading score in the group is 1 and the highest is 99.

Five of the thirteen Median National Percentile scores are in the average range. No Median National Percentile scores are above the average range and nine Median National Percentile scores are below the average range.

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The Class Summary Report provides a snapshot of the achievement of a class or group and presents information about norm-referenced scores.

- A** The Norm-Referenced Scores section shows the number of students with valid scores in each test section and the averages of those students.
- B** The key to the abbreviations appears at the bottom of the score area.
- C** The National Percentiles graph on the right side of the page shows the Median National Percentile represented by a diamond (♦) symbol. The lines to the left and right of the diamond represent the range between the lowest and highest scores of the students in the group. The shaded area designates the average range; that is, the range within which the middle half of the National Percentiles fall (NP 25 to NP 75).

Page 2 provides summary data of test results for students in a class or other specified group. Scores are provided for each section of the test completed.

Objectives Performance Report

TCAP

Objectives Performance Report

Teacher: JONES

Grade: 7.7

Simulated Data

Purpose
This report provides an analysis of objectives mastery. This information is used to analyze curriculum strengths and areas of need.

No. of Students: 15

Form/Level:
Test Date: 03/22/04 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 1996

School: BLUEGRASS ELEM
System: CLEAR LAKE
State: TENNESSEE

City/State: CLEAR LAKE, TN

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Objectives Performance Index (OPI)
OPI is the estimated number of items correct out of 100 had there been 100 items for that objective.

● Mastery (Range: 75 - 100 correct)
◐ Partial Mastery (Range: 50 - 74 correct)
○ Non-Mastery (Range: 0 - 49 correct)
/ Not all items attempted

* National Reference Group Grade 7.8

	Average OPI			Local	Nat'l	Diff	Students																									
	Local	Nat'l	Diff				BELLAMY	FRANK R	HAND	JAKE	JULIAN	JAMES	KAZ	DANIEL	KELLY	TONY	ASHLEY	COPEZ	MESSNER	BRANDON	NIKI	MILLS	CRISTA	MONTERIS	TRAVIS	MUNCE	MATT	LINDSAY	NELSON	RODRIGUEZ	BOBBY	WILLIAMS
Reading																																
02 Basic Understanding	54	67	-13																													
03 Analyze Text	62	72	-10																													
04 Evaluate/Extend Meaning	52	62	-10																													
05 Identify Rdg Strategies	54	64	-10																													
Vocabulary																																
35 Word Meaning	29	55	-26																													
36 Multimeaning Words	74	80	-6																													
37 Words in Context	53	54	+1																													
Language																																
07 Sentence Structure	43	62	-19																													
08 Writing Structure	49	68	-19																													
09 Editing Skills	57	68	-11																													
Language Mechanics																																
38 Sent, Phrases, Clauses	46	69	-23																													
39 Writing Conventions	45	68	-23																													
Mathematics																																
10 Number and Num Relations	49	72	-23																													
11 Computation & Estimation	78	71	+7																													
12 Operation Concepts	36	69	-33																													
13 Measurement	40	55	-15																													
14 Geometry & Spatial Sense	55	65	-10																													
15 Data, Stats, & Prob	32	61	-29																													
16 Patterns, Funcs, Algebra	19	63	-44																													
17 Prob Solving & Reasoning	62	71	-9																													
Math Computation																																
47 Decimals	38	40	-2																													
48 Fractions	51	62	-11																													
49 Integers	47	57	-10																													
50 Percents	51	53	-2																													
51 Order of Operations																																
Science																																
19 Science	47	54	-7																													
20 Physical Science	52	61	-9																													
21 Life Science	56	66	-10																													
22 Earth and Space Science	50	59	-9																													
23 Science and Technology	54	69	-15																													
24 Personal & Social Pers	53	62	-9																													
	45	50	-5																													

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10/24/03

The Objectives Performance Report helps teachers plan for individual and group instruction by presenting student attainment of the objectives measured by the tests. For each objective, the report shows each student's mastery level and summarizes the performance of the group.

- A** The Objectives Performance Index (OPI) specifies the student's level of mastery of the objectives. It is an estimate of the number of test items a student could be expected to answer correctly had 100 such items been taken.
- B** The Objectives column lists the objectives of each content area.
- C** The average OPIs for this group of students, as well as the national average OPIs based on the norm group, are shown. The difference between the local group and the national group is also shown. This information will be useful in establishing instructional priorities.
- D** The individual results columns report each student's degree of mastery on each objective. As shown in the key, a completely filled circle represents mastery, a half-filled circle represents partial mastery, and an open circle represents non-mastery.

Objectives Performance Summary


TCAP

Objectives Performance Summary

School: BLUEGRASS MS

Grade: 7

Purpose
This report provides an analysis of group objectives mastery using the percent of students mastering each objective and average Objectives Performance Index (OPI) for this group. The information may be used to analyze curriculum strengths and areas of need.




No. of Students: 62

Form/Level:
Test Date: 03/22/04 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 1996

SYSTEM: CLEAR LAKE
State: TENNESSEE

City/State: CLEAR LAKE, TN



Objectives Performance by School/TEACHER

Objectives Performance Index (OPI)
OPI is the estimated number of items correct out of 100 had there been 100 items for that objective.

● Mastery (Range: 75 - 100 correct)
● Partial Mastery (Range: 50 - 74 correct)
○ Non-Mastery (Range: 0 - 49 correct)

* National Reference Group Grade 3.8

	Percent of Students Mastering Each Objective			Average Objectives Performance Index (OPI)				
	Total School	National *	Difference	TEACHER	Total School	National *	Difference	TEACHER
				OTTENWALTER				POLK
Reading								
02 Basic Understanding	10	50	-40	23	0	50	72	-22
03 Analyze Text	10	40	-30	23	0	43	66	-23
04 Evaluate/Extend Meaning	12	68	-56	27	0	52	78	-26
05 Identify Rtg Str	10	45	-35	23	0	41	67	-26
Vocabulary								
35 Word Meaning	42	66	-24	60	29	73	77	-4
36 Multimeaning Words	32	14	+18	40	26	55	58	-3
37 Words in Context	12	73	-61	12	12	44	79	-35
Language								
07 Sentence Structure	5	24	-19	14	0	35	59	-24
08 Writing Structure	5	41	-36	14	0	27	65	-38
09 Editing Skills	7	62	-55	18	0	43	74	-31
Language Mechanics								
38 Sent. Phrases, Clauses	38	62	-24	23	50	64	77	-13
39 Writing Conventions	20	26	-6	15	24	59	62	-3
Mathematics								
10 Number and Num Relations	24	72	-48	44	9	58	80	-22
11 Computation & Estimation	48	50	-4	68	29	70	72	-2
12 Operations Concepts	19	60	-41	16	21	52	65	-33
13 Measurement	20	57	-37	40	6	52	74	-22
14 Geometry & Spatial Sense	25	78	-53	44	12	57	82	-25
15 Data, Stats, & Prob	17	72	-55	24	12	42	81	-39
16 Patterns, Funcs, Algebra	10	32	-22	12	9	41	66	-25
17 Prob Solving & Reasoning	10	29	-19	8	12	31	60	-29
Math Computation								
47 Decimals	75	86	-11	58	88	78	88	-10
48 Fractions	52	64	-12	38	62	65	77	-12
49 Integers	28	48	-20	23	32	58	70	-12
50 Percents	7	19	-12	12	3	38	50	-12
51 Order of Operations	63	80	-17	42	79	72	82	-10
Number of Students:	62	-	-	28	34	62	-	-

(continued on next page)

The Objectives Performance Summary summarizes the scores of a group of students and indicates their mastery of the objectives measured by the test.

- A** The Objectives Performance Index (OPI) specifies the group's level of mastery of the objectives. It is an estimate of the average number of test items this group of students could be expected to answer correctly had 100 such items been taken.
- B** The objectives measured within each content area are listed by number and title.
- C** The percentage of students mastering each objective is shown for the total school, the National Reference Group, and for each class within the school. The number of students in the group is shown at the bottom of each column.
- D** The Average Objectives Performance Index (OPI) is shown on the right side of the report for the same groupings as the Percent of Students Mastering Each Objective shown to the left.

Additional assistance with understanding and using the results of this report is provided by the information on page 2 of the report, which contains sections on General Interpretation and Observations.

Class Record Sheet

The Class Record Sheet for the criterion-referenced component of the test helps teachers plan for individual and group instruction by presenting student attainment of the objectives measured by the test. These objectives are defined in the State of Tennessee Curriculum Content Standards. From these objectives, Performance Indicators were written to describe how the objectives would be measured. On the TCAP Achievement Test, each test item is directly linked to a Performance Indicator. Performance Indicators are clustered into Reporting Categories for the reports described in this document.

- A** This identifies the Number Correct and Percent Correct scores for each student (based on the total test performance) and also the overall Performance Level for the test.
- B** For each Reporting Category, the report shows the student's mastery level as well as the RCPI attained. The Reporting Category Performance Index (RCPI) is the estimated number of test items a student could be expected to answer correctly had 100 such items been taken for that reporting category.
- C** Also provided as a comparative point of reference is the average RCPI by teacher, school, and system. This section also identifies the RCPI target score for proficient and advanced.

Individual Profile Report

TCAP Achievement CRT


Individual Profile Report

JOHN SMITH

Grade: 3

Simulated Data

Purpose
This report provides a comprehensive record of this student's performance. It is a source of information for instructional planning specific to the student and a point of reference for the teacher during a parent-teacher conference. It provides information regarding the student's performance on the Mathematics examination.



Birthdate: 04/10/90
Special Codes: ABCDEFGHIJKLMNOPQRST
411404555.....1.
Form: D
Test Date: 03/22/04

Teacher: JONES
School: BLUEGRASS U/S
System: CLEAR LAKE
State: TENNESSEE EOC Fall 03

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Mathematics Test Results **A**

Your student has answered **XX** items correctly on the TCAP Achievement CRT Mathematics Test. This score represents that your student is in the Proficient category for Mathematics.

The TCAP Achievement CRT Mathematics Test data shown below describe your student's success in meeting the requirements of the content and skills assessed by this test.

This report shows that your student is proficient in: Number Sense & Theory, Computation, Algebraic Thinking, Real World Problem Solving, Measurement, & Geometry.

This report shows that your student needs to improve in: Data Analysis & Probability.

Performance on Reporting Categories

R.C. Reporting No. Categories	Performance	Reporting Categories Performance Index (RCPI)
Math Foundations II		
01: Number Sense	C	80
02: Computation	B	87
03: Algebraic Thinking	B	66
04: Real World Problem Solving	B	45
05: Data Analysis & Probability	B	30
06: Measurement	B	75
07: Geometry	B	75

Your student's performance on each one of the Mathematics Reporting Categories is given on the left. The Performance Level for each Reporting Category is further designated as Below Proficient (designated by an open circle), Proficient (designated by a filled circle), or Advanced (designated by a filled star). The Reporting Categories Performance Index (RCPI) is an estimate of the number of items your student would be expected to answer correctly if there had been 100 such items for that category. For example, a RCPI score of 80 for Number Sense & Number Theory indicates that your student would correctly answer 80 out of 100 questions in that category. The bands to the right and left of the diamond (Confidence Band) represents the range where the student would most likely score in a similar test experience.

◆ Your Reporting Category Performance Index I Represents the Minimum Reporting Category Performance Index for a Proficient Student — : Confidence Band

Performance Level Indicators
 ★ Advanced
 ● Proficient
 ○ Below Proficient

12/15/03

The Individual Profile Report (IPR) is intended for parents and teachers. The IPR identifies areas of student strengths and needs in each Reporting Category and can be used to assist in evaluation and remediation.

- A** Indicates number of items answered correctly
- B** Each Reporting Category is listed for the content area covered.
- C** A symbol that indicates the student's level of proficiency (Performance Level) is shown on the report.

PERFORMANCE LEVEL
○ Below Proficient
● Proficient
★ Advanced

Individual Profile Report, cont'd.

- D** The Reporting Category Performance Index (RCPI) scale runs from "0" to "100", indicating the degree of proficiency a student has reached in each Reporting Category. The RCPI is an estimate of the number of items the student could be expected to answer correctly if the student had taken 100 similar items measuring that objective.

The RCPI obtained in each category is represented by a diamond symbol on the graph. The bands to the left and right of the diamonds (Confidence Bands) represent the range where the student would most likely score in a similar test experience. The shorter the band, the more confidence one can have in the RCPI.

Reporting Category Performance Summary (by Teacher)

TCAP Achievement CRT


Reporting Category Performance Summary

School: BLUEGRASS

Grade: 3

Simulated Data

Purpose
This report provides an analysis of proficiency in each Reporting Category and the average performance by Reporting Category. The information may be used to analyze curriculum strengths and areas of need. NOTE: In this report, Advanced students are counted as being Proficient.



No. of Students: 99

Form: O
Test Date: 03/22/04

System: CLEAR LAKE
State: TENNESSEE

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Reporting Category Performance by School/Teacher

	Number of Students	Percent Proficient	Percent of Proficient Students in Each Reporting Category							
			Number Sense & Theory	Computation	Algebraic Thinking	Real World Problem Solving	Data Analysis and Probability	Measurement	Geometry	
Mathematics										
Total System	210	80	63	54	55	60	55	63	60	
Total School	99	87	73	64	49	67	53	73	67	
Difference	—	—	+10	+10	-6	+7	-3	+10	+7	
School Avg. # Correct			63	63	63	63	63	63	63	
School Avg. % Correct			73	73	73	73	73	73	73	
Teacher										
CHAN ROBERT	11	56	66	54	66	55	54	66	55	
CRUZ ROB	11	63	83	61	83	64	61	83	64	
DE NIRO RENEE	11	44	74	48	74	49	48	74	49	
DEPP PENELOPE	11	57	67	53	67	67	53	67	67	
DUNST NICHOLAS	11	68	59	50	59	52	50	59	52	
FOSTER KRISTER	11	63	81	69	81	73	69	81	73	
GRANT KIRSTEN	11	56	76	57	76	59	57	76	59	
HARRIS KEANU	11	58	68	56	68	48	56	68	48	
LAW JULIA	11	67	77	62	77	55	59	77	55	

A

Number of students proficient on the test for each teacher is indicated.

B

Shown is the average, by teacher, of students' performance in each Reporting Category. Comparisons may also be made to school and system results.

C

The graph on the right shows the number and percent of students who tested at each performance level.

Page 1

12/15/03

The Reporting Category Performance Summary (by Teacher) report provides an analysis of proficiencies in each Reporting Category.

- A** The number of students proficient on the test for each teacher is indicated.
- B** Shown is the average, by teacher, of students' performance in each Reporting Category. Comparisons may also be made to school and system results.
- C** The graph on the right shows the number and percent of students who tested at each performance level.